

Achievement

Matters

Most



Achievement Matters Most

MdReportCard.org

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A Message From the State Superintendent of Schools

As State Superintendent of Schools, I am pleased to present this 2007 Maryland Report Card with detailed information on the performance of the state and its 24 school systems. The information is designed to help measure the progress the state and its school systems are making toward improving achievement for each student. Guided by the five goals of Achievement Matters Most, our plan for every student, we continue to set challenging goals for Maryland's public education and work to ensure that all of our students have every opportunity to be prepared for successful, rewarding futures.

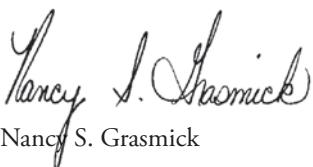
Achievement Matters Most:

- High Achievement
- Effective Instruction
- Outstanding Teachers and Principals
- Safe Schools
- Involved Parents



The data included in this report card measures the performance of the state and school systems against specific annual targets required by the federal No Child Left Behind Act of 2001 (NCLB). Maryland has set high academic achievement standards and annual goals to ensure that all students are reading and doing math at grade level by school year 2013-2014.

I encourage you to take time to review the data in this report, as well as the extensive disaggregated data available on our web site at MdReportCard.org. We are all stakeholders in Maryland schools, dedicated to providing the best education for every student in the state. Working together, we can make it happen.



Nancy S. Grasmick

Introduction

This 2007 Maryland Report Card for school year 2006-2007 includes the results from the Maryland School Assessment (MSA) given in spring 2007, information about the Adequate Yearly Progress (AYP) measures required by the federal No Child Left Behind Act of 2001 (NCLB), and information about the credentials of our Maryland teachers. The Report Card contains information on the state, its 24 school systems, and data on the performance of three state-restructured schools in Baltimore City.

The Maryland State Department of Education released the first of the 2007 Maryland School Performance data on the Department's web site at MdReportCard.org in June 2007. Additional data was released as it became available. The web site also includes information on the Maryland High School Assessments and other information that the federal No Child Left Behind Act does not require to be reported.

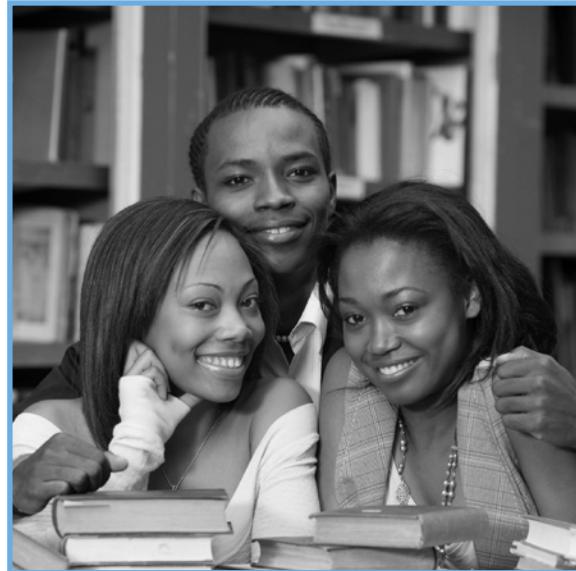
Each local school system is also required to produce a similar report with information on each of its schools. For information about your local schools, contact your local school system.

As you review the information in this booklet and on our web site, please keep in mind that the performances of school systems and individual schools are measured against specific annual targets required by NCLB. They are not measured against growth in other school systems or in other schools.

Disaggregated data is available on the web site and is reported by gender and race/ethnicity if five or more students are included in one of the following categories: American Indian/Alaskan Native, Asian/Pacific Islander, African American, White (not of Hispanic origin) and Hispanic. Performance data are also reported when there are five or more students in the following categories: Limited English Proficient, Free/Reduced Price Meals (FARMS), Special Education, and Migrant. These categories are defined on the web site.

Schools, school systems, and the state use the data from the Maryland Report Card, along with local information, to measure improvement from year to year and to make decisions that will improve instruction and learning.

Achievement Matters Most



All children have the right to attend schools in which they can achieve.

Goal 1: Achievement will improve for each student.

Goal 2: Instruction, curriculum, and assessment will be better aligned and understandable.

Goal 3: All educators will have the skills to improve student achievement.

Goal 4: All schools will be safe, drug-free, and conducive to learning.

Goal 5: Families will be involved in education.

Questions & Answers

about the Maryland School Assessment and High School Assessments

What is the Maryland School Assessment (MSA)?

The Maryland School Assessment, known as the MSA, is a statewide test that is given each year in reading and math to students in grades 3-8. Beginning with the 2007-08 school year, students in grades 5 and 8 will also take a science test.

What are the High School Assessments (HSA)?

They are end-of-course tests – one each in English 2, algebra/data analysis, biology, and government. Students take the test when they complete the course. Beginning with students who entered grade 9 in 2005, generally those in the graduating class of 2009, students are required to pass these tests to graduate. The tests contain both multiple choice and written response questions.

Why are the tests being given?

A federal law, called the No Child Left Behind Act (NCLB), requires each state to test how well its students read and do math. Maryland meets the requirement to test students in reading and math by using the MSA in elementary and middle schools and the High School Assessments (HSA) in English 2 and algebra/data analysis in high schools. In 2005-06, the assessment for high school students was changed from geometry to algebra/data analysis. Science tests will be added in 2007-08 for students in grades 5 and 8 as required by NCLB. The biology HSA will be the NCLB science test at the high school level.

How are the tests scored?

For NCLB accountability, each student's performance is graded as Basic, Proficient, or Advanced. Basic is the lowest level of performance and is below the goal set for all students. Proficient is the middle level and Advanced is the highest level. The goal is to have all students perform at the Proficient or Advanced level. Beginning with students entering grade 9 in 2005, students will have to pass the High School Assessments in order to receive the Maryland High School Diploma.

How long are students involved in testing?

There are four days of testing for the MSA: two for reading and two for math. Testing lasts approximately 90 minutes each day with short breaks during this time.

Which students take the tests?

All students, including those with disabilities and limited English proficiency, are included in testing. Most students take the MSA and HSA. A small percentage of students take the Alt-MSA, an alternate test for students with severe disabilities.

What kinds of questions are on the MSA?

The test includes multiple-choice and short-answer questions.

How can I see sample test questions?

To review MSA or HSA items, go to MarylandPublicSchools.org and click on Testing/High School Assessment. You may practice taking and scoring HSA items online at MdK12.org/mspp/high_school. To obtain sample questions by mail, call 888-246-0016 or 410-767-0600.

How can I get more information on content standards and academic expectations?

- Check MdK12.org/instruction/ for current content standards and academic expectations.
- Check MdReportCard.org to learn more about the performance of your child's school and school system, as well as the state.
- Check MarylandPublicSchools.org to access recent news releases or MSDE-TV, which provides information in a video format. Your local public library also has computers and trained staff to help you.
- Call your school principal or the MSDE public information line at 888-246-0016 or 410-767-0600.



AYP & Additional Data

Maryland State

2007 AYP: Not Met

All indicators must be "Met" to make AYP

All Students	Attendance Rate	Met	Graduation Rate	Met
	Percent Proficient		Participation Rate	
	Reading	Mathematics	Reading	Mathematics
All Students	Met	Met	Met	Met
Am. Indian/Alaskan Nat.	Met	Met	Met	Met
Asian/Pacific Islander	Met	Met	Met	Met
African American	Not Met	Met	Met	Met
White (non-Hispanic)	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met
Free/Reduced Meals	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met
Limited Eng. Proficient	Not Met	Met	Met	Met

Attendance Rate %

Elementary
Middle
High

State
2007

State
2006

95.6

95.3

94.4

93.9

92.3

91.6

85.24

85.43

Graduation Rate %

Teacher Qualifications

% of certificates:

Standard Professional	32.6	33.1
Advanced Professional	46.8	45.0
Resident Teacher	1.0	0.6
Conditional Teacher	7.8	9.2

% of classes NOT taught by:

Highly Qualified Teachers	17.8	20.6
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ADEQUATE YEARLY PROGRESS (AYP)

Each year, schools, school systems, and the state are required to measure how much progress students are making in reading and mathematics.

By the end of the school year in 2013-2014, the federal No Child Left Behind Act requires that 100% of students be proficient or above proficient in reading/language arts and mathematics. Schools, school systems, and the state must make yearly targets in order to reach the 100% goal. This is called Adequate Yearly Progress (AYP). The yearly targets are called Annual Measurable Objectives.

To make AYP, schools must achieve the Annual Measurable Objectives in reading and mathematics for the all students group and for each student subgroup, and they must test at least 95% of the students. In addition, elementary and middle schools must meet yearly targets for attendance, and high schools must meet yearly targets for graduation. School systems and the state must meet the yearly targets in reading and mathematics in all categories and must meet both the attendance and graduation targets for all students.

Results In Nine Categories

The results for students are reported in nine different categories. The categories are: all students, students who are receiving free or reduced price meals (FARMS), students receiving special education services, students who know no or very little English (limited English proficient), and five racial/ethnic groups.

Results for these groups, the disaggregated data, may be found on the web site of the Maryland State Department of Education at MdReportCard.org.

Schools and Systems in Improvement

Schools that do not make the targets, the Annual Measurable Objectives, in the same subject or other reported area for two consecutive years are identified for School Improvement. A school system that does not meet the annual targets in the same reported area for two consecutive years at the elementary, middle and high school levels is identified for System Improvement.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95% of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is an AYP measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the state, schools, school systems will achieve an attendance rate of at least 94%.

Graduation Rate

Graduation Rate is the percentage of students who receive a Maryland high school diploma during the reported school year. It is a required AYP measure for high schools. Yearly targets are set for Graduation Rate so that by 2013-2014, all schools will meet the performance standard of a 90% Graduation Rate.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Teachers who are teaching other subjects are not included in these totals.

Standard Professional Certificate. A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate. The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate. The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Certificate. The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers. "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full state certification and demonstrate content knowledge in the subjects they teach.

Proficiency Levels

Maryland State

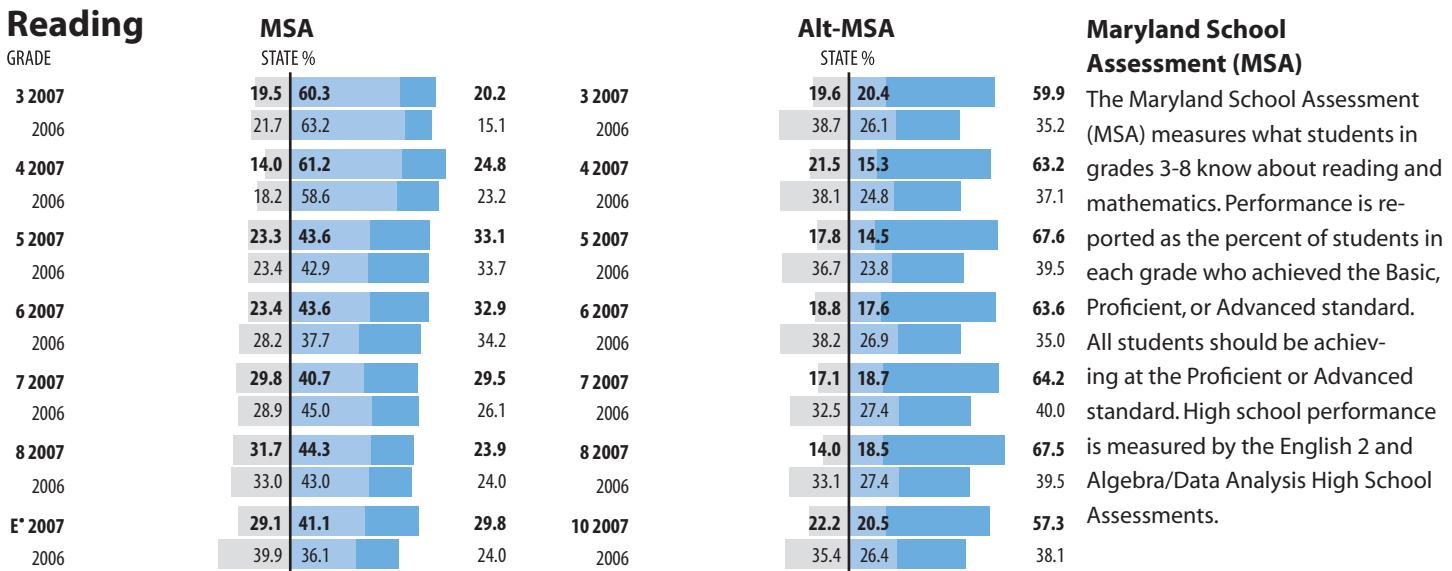
Approximately 99% of Maryland students take MSA, 1% take Alt-MSA.

The Basic Level is below the goal set for all students.

Basic % Proficient % Advanced %

Reading

GRADE

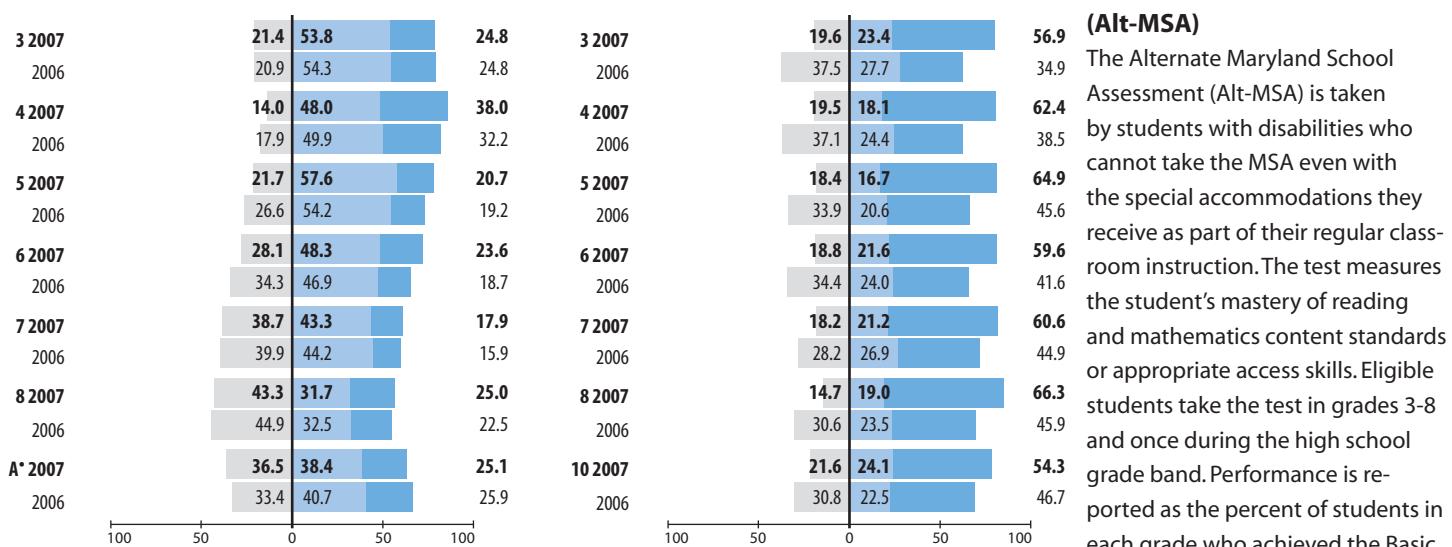


Maryland School Assessment (MSA)

59.9 The Maryland School Assessment (MSA) measures what students in
35.2 grades 3-8 know about reading and mathematics. Performance is re-
63.2 ported as the percent of students in
37.1 each grade who achieved the Basic,
67.6 Proficient, or Advanced standard.
35.0 All students should be achiev-
64.2 ing at the Proficient or Advanced
40.0 standard. High school performance
67.5 is measured by the English 2 and
39.5 Algebra/Data Analysis High School
57.3 Assessments.
38.1

Mathematics

GRADE



Alternate Maryland School Assessment (Alt-MSA)

56.9 The Alternate Maryland School
34.9 Assessment (Alt-MSA) is taken
62.4 by students with disabilities who
38.5 cannot take the MSA even with
64.9 the special accommodations they
45.6 receive as part of their regular class-
59.6 room instruction. The test measures
41.6 the student's mastery of reading
60.6 and mathematics content standards
44.9 or appropriate access skills. Eligible
66.3 students take the test in grades 3-8
45.9 and once during the high school
54.3 grade band. Performance is re-
46.7 ported as the percent of students in
each grade who achieved the Basic,
Proficient, or Advanced standard.

* E: English 2; A: Algebra/Data Analysis

Description of MSA Proficiency Levels

Reading:

Students at this level are unable to read and understand literature and passages of information that are written for students in their grade.

Basic %

English 2:

Students at this level have difficulty comprehending grade-appropriate literature and applying language choices when writing.

Mathematics:

Students at this level show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.

Algebra/Data Analysis:

Students at this level show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

Proficient %

Students at this level can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.

Students at this level can comprehend grade-appropriate literature and apply appropriate language choices when writing.

Students at this level show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.

Students at this level show they have an understanding of fundamental algebra/data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.

Advanced %

Students at this level can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

Students at this level can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.

Students at this level show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

Students at this level can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.

Visit Maryland Education Online

Maryland State Dept. of Education
MarylandPublicSchools.org

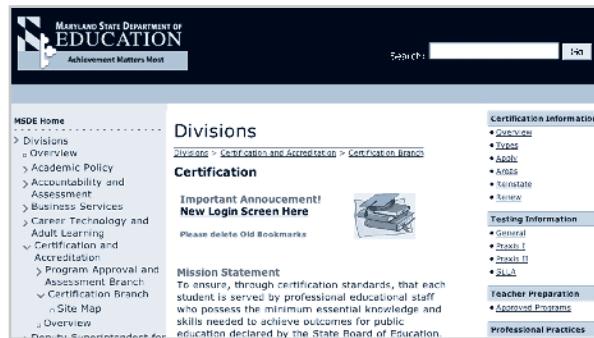


The screenshot shows the homepage of the Maryland State Department of Education. It features a navigation bar at the top with links for About MSDE, Divisions, State Board, News Room, School Systems, Testing, Curriculum, and Programs. Below the navigation is a banner with a photo of State Superintendent Dr. Nancy S. Grasmick. A sidebar on the left is titled "Welcome to MSDE" and includes sections for "In Focus" (with a link to free tutoring), "Parents", "Students", and "Teachers & Principals". A "Highlights" box lists various news items. At the bottom are links for "Events" and "Related Sites".

Your gateway to other important Maryland Department of Education sites featured on this page and information about educational programs, policies, publications, statewide initiatives, and teacher certification.

Maryland State Department of Education Certification and Educator Information

MdCert.org



The screenshot shows the "Certification and Educator Information" section of the Maryland State Department of Education website. It features a navigation bar with links for MSDE Home, Divisions, Academic Policy, Accountability and Assessment, Business Services, Career Technology and Adult Learning, Certification and Accreditation, Program Approval and Assessment Branch, Certification Branch, Site Map, and Overview. The main content area has sections for "Divisions", "Certification", "Important Announcement! New Login Screen Here", "Mission Statement", and "Testing Information". A sidebar on the right contains links for "Certification Information", "Testing Information", and "Teacher Preparation".

Here you can find information on how to become a certified teacher in Maryland and how to keep your certificate current.

Maryland State Department of Education High School Exams

HSAexam.org



The screenshot shows the "High School Exams" section of the Maryland State Department of Education website. It features a navigation bar with links for Home, About HSA, Resources, Test Scores, Contact, and Site Map. The main content area has sections for "Teacher Registration for Online Courses", "HSAC Online Course Webinars", "HSAC Online Course Webinar Dates", "HSAC Online Course Webinar Topics", "Maryland Report Card", "HSAC Test Dates", "HSAC Test Dates", and "HSAC Test Dates". A video player on the right shows a woman speaking.

Learn about the High School Assessments and the High School Core Learning Goals. Practice taking an HSA online or download actual tests from previous years.

School Improvement in Maryland

MdK12.org



The screenshot shows the "School Improvement in MARYLAND" website. It features a navigation bar with links for ASSESSMENTS, DATA ANALYSIS, INSTRUCTION, SCHOOL IMPROVEMENT, and USER GUIDES. Below the navigation is a grid of six photos labeled STUDENTS, PARENTS, TEACHERS & NS, and ADMINISTRATORS & BOARD MEMBERS. A sidebar on the right contains sections for ASSESSMENTS, DATA ANALYSIS, INSTRUCTION, and SCHOOL IMPROVEMENT.

In-depth tutorials aid in the analysis of AYP, MSA, and HSA data. Online resources help teachers understand, teach and assess the Content Standards. Sample assessment items, scoring information, student responses and monitoring tools support teachers in assessing students' progress.

Maryland School Performance Report

MdReportCard.org

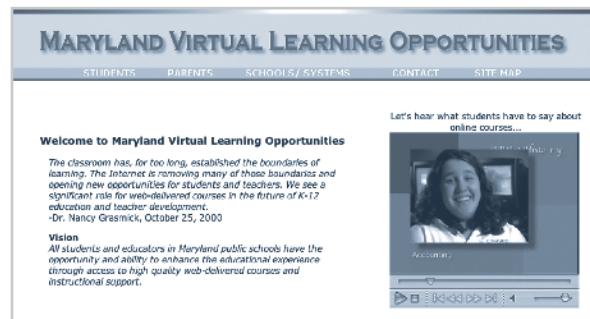


The screenshot shows the "2007 Maryland Report Card" website. It features a navigation bar with links for RESULTS BY: STATE OF MARYLAND, COUNTY, and SCHOOL. Below the navigation is a large photo of students in a classroom. A sidebar on the right contains information about the report card, stating it is a collection of data compiled on an annual basis to provide information on school performance to all education stakeholders, provide information to support school improvement efforts, and to provide accountability at the state, school system and school level for reporting.

A "must-see" for anyone analyzing student achievement at the school, district, or state level; this site contains test scores, AYP status, demographic information, and other data for every school and school system in Maryland.

Maryland Virtual Learning Opportunities

MdK12Online.org



The screenshot shows the "MARYLAND VIRTUAL LEARNING OPPORTUNITIES" website. It features a navigation bar with links for STUDENTS, PARENTS, SCHOOLS / SYSTEMS, CONTACT, and SITE MAP. The main content area has a section for "Welcome to Maryland Virtual Learning Opportunities" and a video player showing a woman speaking. A sidebar on the right contains a quote from Dr. Nancy Grasmick.

The Maryland Virtual Learning Opportunities Program (MVLO) is a service managed by the Maryland State Department of Education.

Baltimore City

System in Improvement: Yes (Corrective Action)

Elementary: Grades 3 - 5				Middle: Grades 6 - 8				High: Grades 9 - 12				Attendance Rate %	County 2007	County 2006	State 2007	State 2006
Not Met		Met		Not Met		Met ‡		Not Met		Graduation Rate						
All Students	Attendance Rate	Met	Attendance Rate	Met	Attendance Rate	Met	Attendance Rate	Met	Attendance Rate	Met	Graduation Rate	Not Met				
Percent Proficient	Reading	Math	Percent Proficient	Reading	Math	Percent Proficient	Reading	Math	Percent Proficient	Reading	Participation Rate	Math	Percent Proficient	Reading	Math	Participation Rate
All Students	Met	Met	Met	Met	Met	Not Met	Not Met	Met	Not Met	Not Met	Met	Met	Met	Met	Met	Met
Am. Indian/Alaskan Nat.	Met	Met	na	na	Met	Met	na	na	Met	Met	na	na	Met	Met	na	na
Asian/Pacific Islander	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met
White (non-Hispanic)	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	Met	Met	Met	Met
Free/Reduced Meals	Met	Met	Met	Met	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Not Met	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met
Limited Eng. Proficient	Met	Met	Met	Met	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met

"na" indicates too few students for AYP rules.

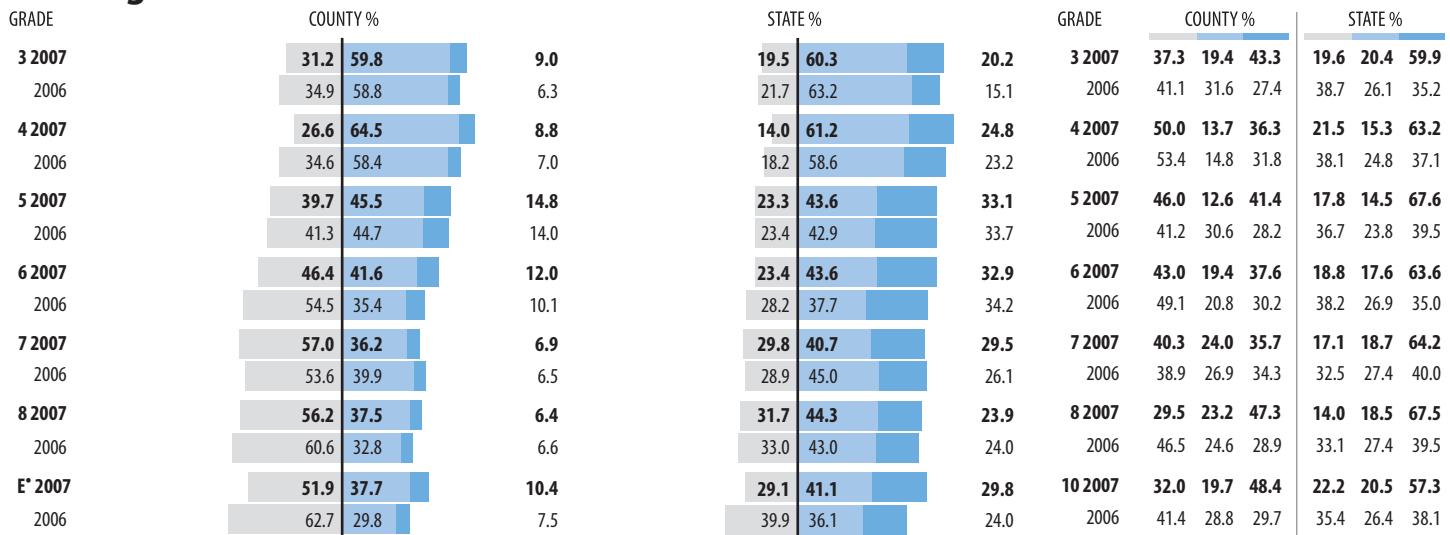
‡ Met by showing an increase from the previous year.

Proficiency Levels

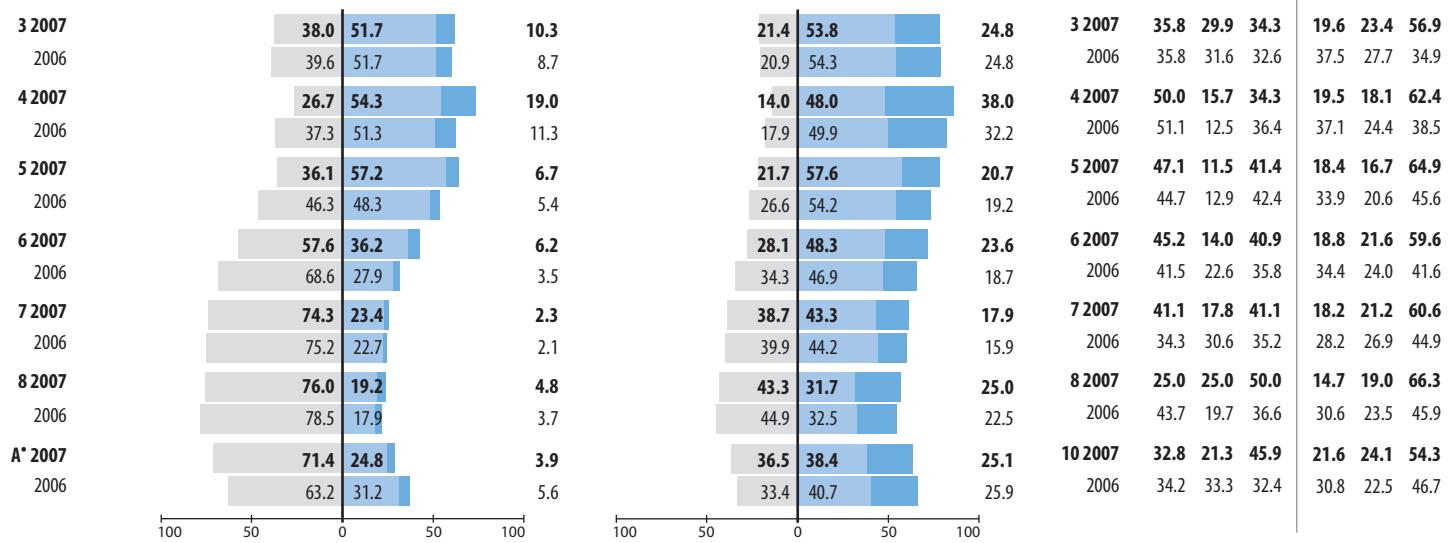
Basic % Proficient % Advanced %

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Reading



Mathematics



* E: English 2; A: Algebra/Data Analysis

Visit MdReportCard.org for up-to-date and disaggregated information. Definitions on pages 4 and 5.

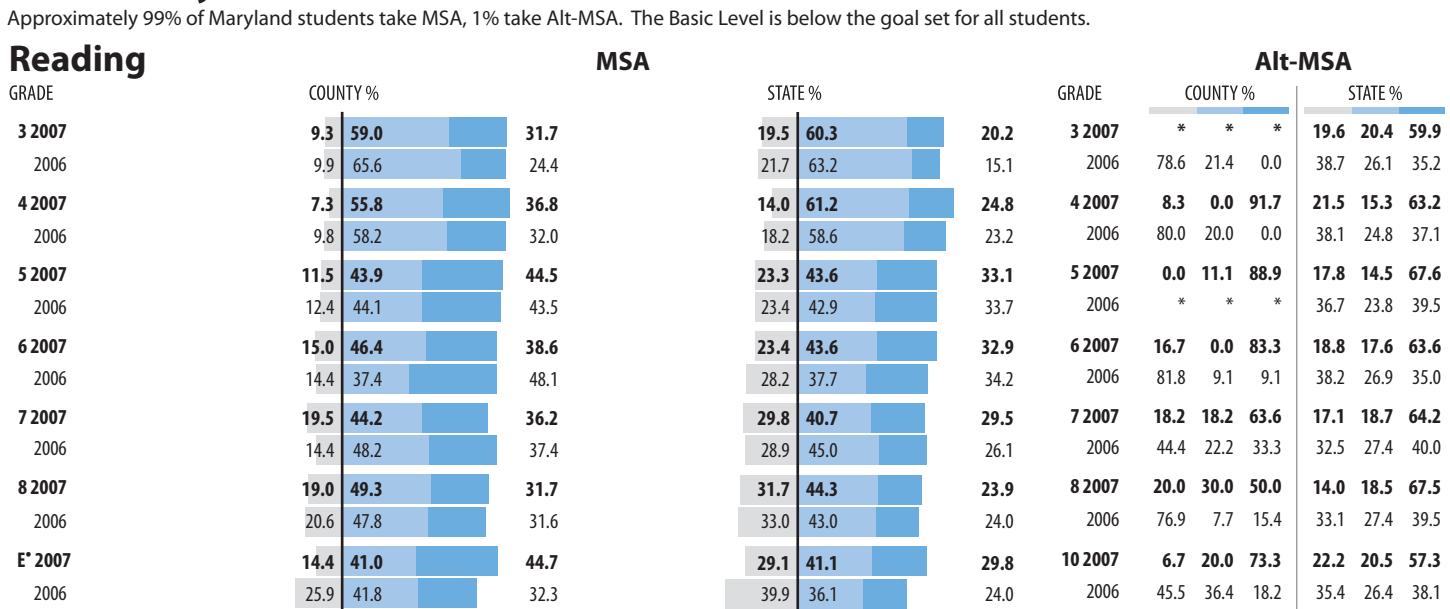
Calvert County System in Improvement: No

All Students	Elementary: Grades 3 - 5				Middle: Grades 6 - 8				High: Grades 9 - 12				Attendance Rate %	County 2007	County 2006	State 2007	State 2006					
	Met		Not Met		Met		Not Met		Met		Graduation Rate											
	Attendance Rate	Met	Attendance Rate	Met	Graduation Rate	Met																
All Students	Percent Proficient	Reading	Math	Participation Rate	Percent Proficient	Reading	Math	Participation Rate	Percent Proficient	Reading	Math	Participation Rate	Met	Met	Met	Met	Met					
Am. Indian/Alaskan Nat.	Met	Met	na	na	Met	Met	Met	na	na	Met	na	na	Met	na	na	na	na					
Asian/Pacific Islander	Met	Met	na	na	Met	Met	Met	na	na	Met	Met	na	Met	Met	na	Met	Met					
African American	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met					
White (non-Hispanic)	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met					
Hispanic	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	na	na	na					
Free/Reduced Meals	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met					
Special Education	Met	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met					
Limited Eng. Proficient	Met	Met	na	na	Met	Met	na	na	Met	Met	na	na	Met	Met	na	na	na					

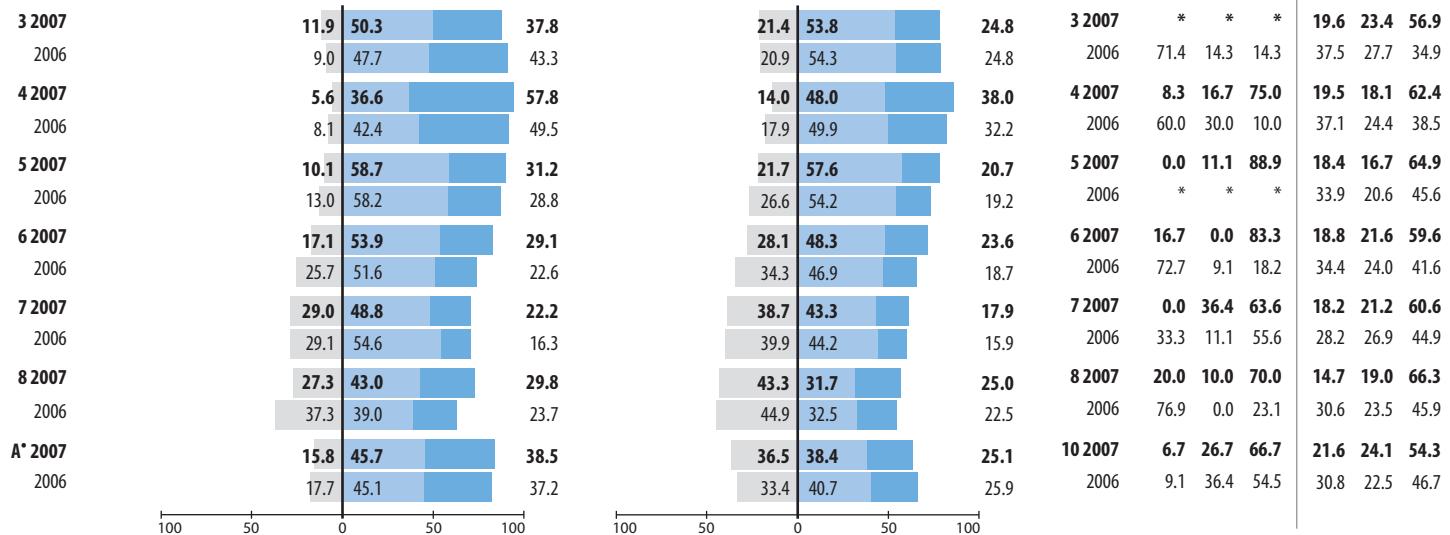
"na" indicates too few students for AYP rules.

Proficiency Levels

Basic % Proficient % Advanced %



Mathematics



* E: English 2; A: Algebra/Data Analysis *** indicates fewer than 5 students.

12

Visit MdReportCard.org for up-to-date and disaggregated information. Definitions on pages 4 and 5.

Caroline County

System in Improvement: No

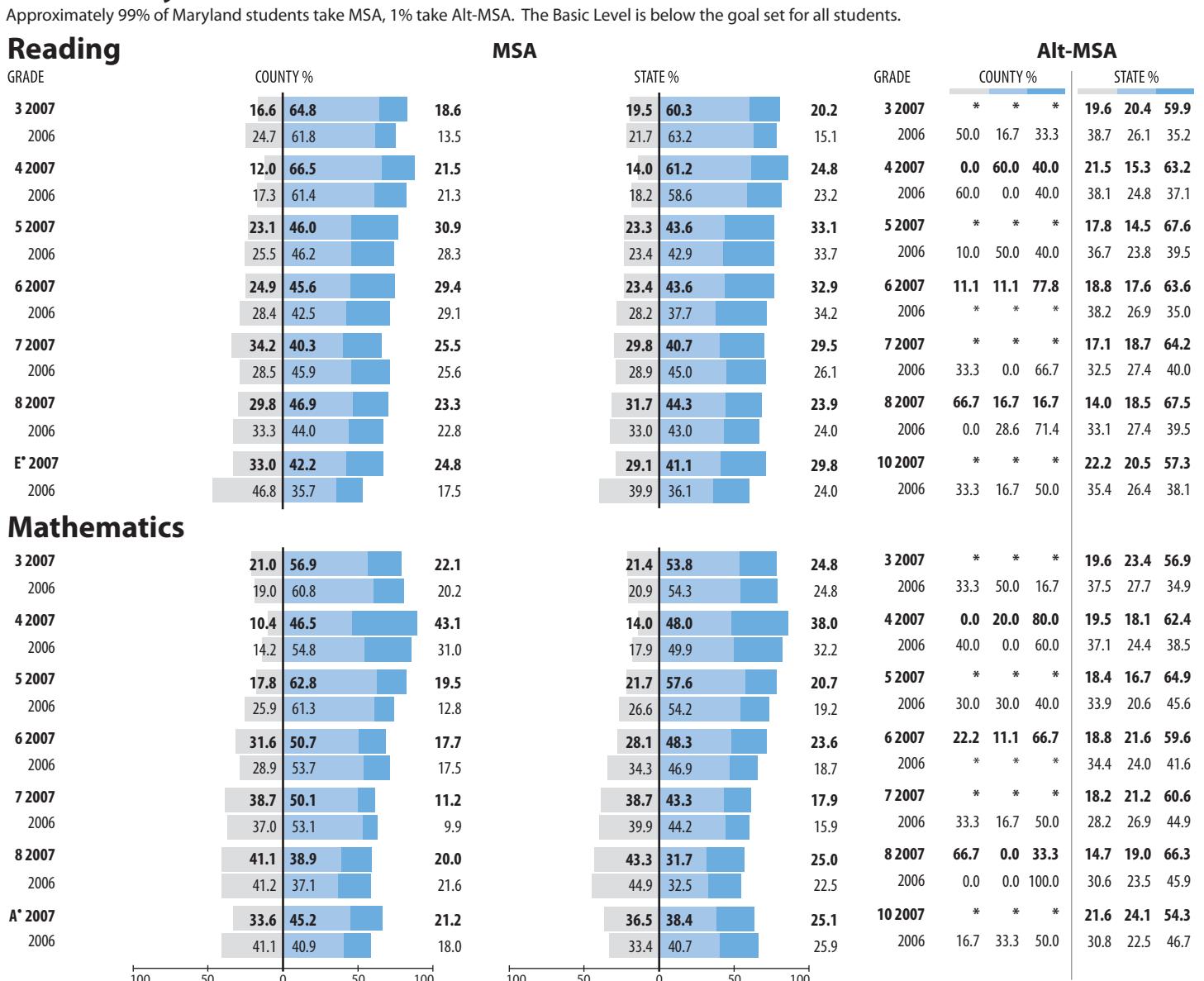
Elementary: Grades 3 - 5				Middle: Grades 6 - 8				High: Grades 9 - 12				Attendance Rate %	County 2007	County 2006	State 2007	State 2006
All Students	Met		Not Met	Attendance Rate	Met	Met		Not Met	Attendance Rate	Met	Met		Graduation Rate	Met		
	Percent Proficient	Participation Rate	Reading			Percent Proficient	Participation Rate				Percent Proficient	Participation Rate	Reading	Math		
All Students	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	
Am. Indian/Alaskan Nat.	na	na	na	na	na	na	na	na	--	na	--	na	91.18	87.16	85.24	85.43
Asian/Pacific Islander	Met	Met	na	na	Met	Met	na	na	Met	Met	na	na	93.1	94.2	92.3	91.6
African American	Met	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met	95.2	95.6	95.6	95.3
White (non-Hispanic)	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	95.4	95.4	94.4	93.9
Hispanic	Met	Met	Met	Met	Met	Met	na	na	Met	Met	na	na	93.1	94.2	92.3	91.6
Free/Reduced Meals	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	95.4	95.6	95.6	95.3
Special Education	Met	Met	Met	Met	Not Met	Not Met	Met	Met	Met	Met	Met	Met	3.1	1.8	7.8	9.2
Limited Eng. Proficient	Met	Met	na	na	Not Met	Not Met	na	na	Not Met	Met	na	na	5.0	10.5	17.8	20.6

"na" indicates too few students for AYP rules.

-- indicates no students in the category.

Proficiency Levels

Basic % Proficient % Advanced %



*E: English 2; A: Algebra/Data Analysis ** indicates fewer than 5 students.

Visit MdReportCard.org for up-to-date and disaggregated information. Definitions on pages 4 and 5.

Garrett County

System in Improvement: No

Elementary: Grades 3 - 5				Middle: Grades 6 - 8				High: Grades 9 - 12				Attendance Rate %	County 2007	County 2006	State 2007	State 2006
All Students	Met		Met	Met	Met		Met	Met		Graduation Rate	Met					
	Percent Proficient	Reading	Math	Participation Rate	Reading	Math	Participation Rate	Reading	Math	Participation Rate	Reading	Math	Participation Rate	Reading	Math	
All Students	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	
Am. Indian/Alaskan Nat.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Asian/Pacific Islander	Met	Met	na	na	na	na	na	na	na	na	na	na	na	na	na	
African American	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	
White (non-Hispanic)	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	
Hispanic	na	na	na	na	na	na	na	na	na	--	na	--	na	--	na	
Free/Reduced Meals	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	
Special Education	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	
Limited Eng. Proficient	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	

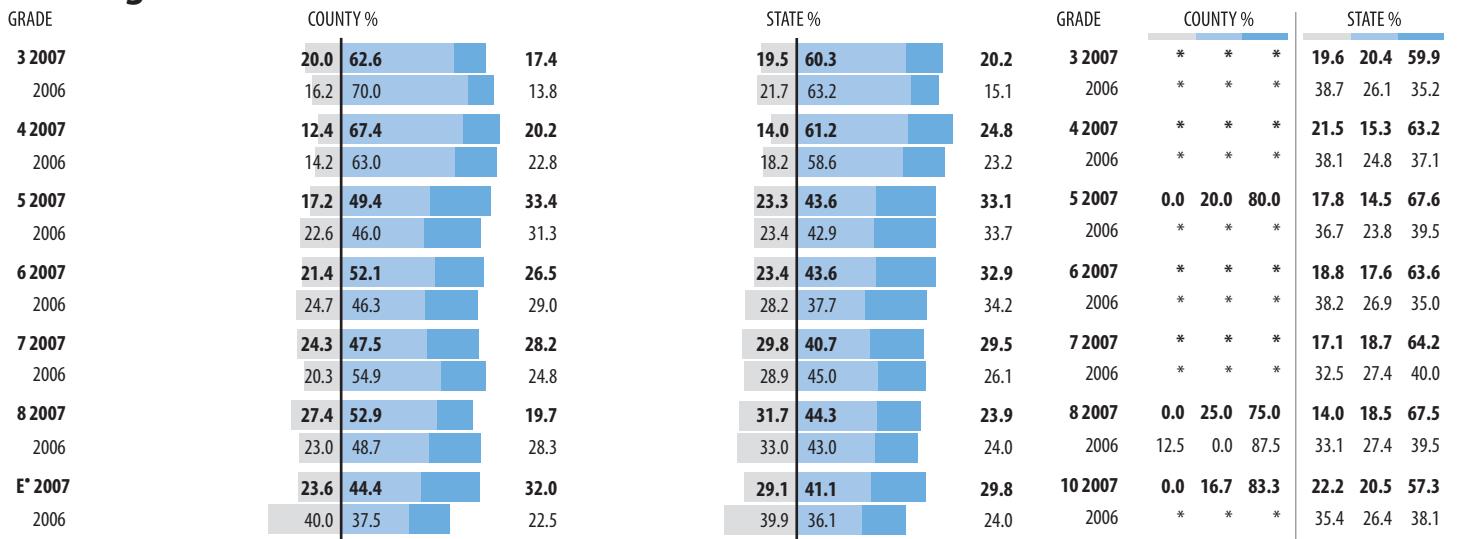
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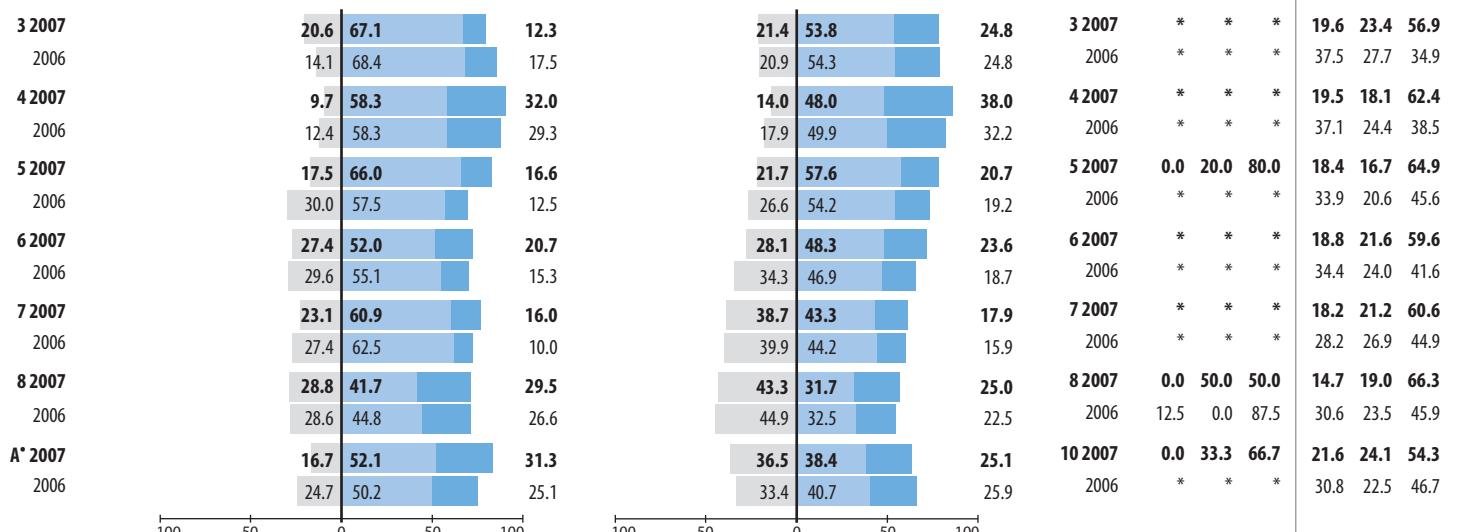
Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Reading



Mathematics



100 50 0 50 100

100 50 0 50 100

* E: English 2; A: Algebra/Data Analysis

*** indicates fewer than 5 students.

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Wicomico County System in Improvement: No

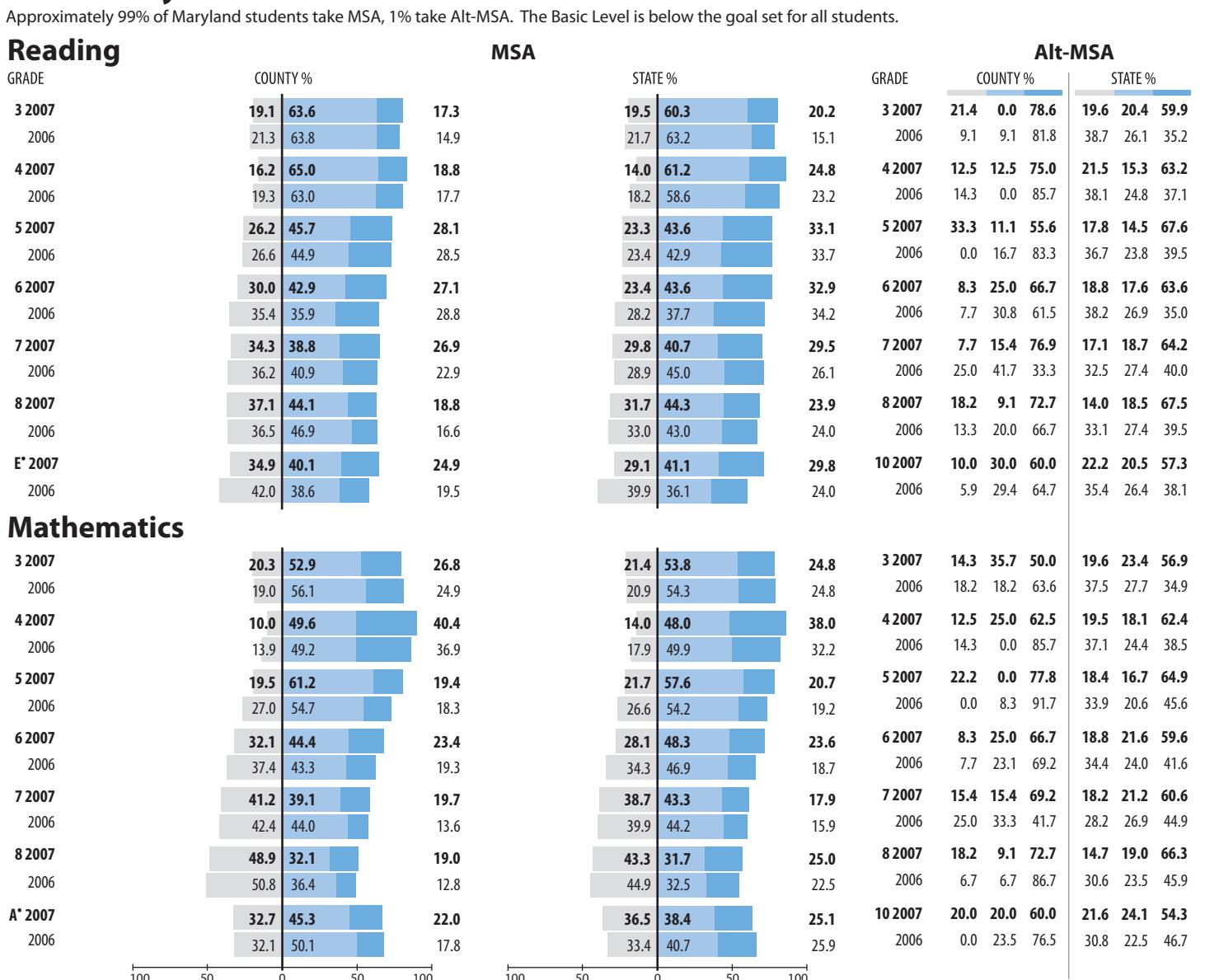
All Students	Elementary: Grades 3 - 5				Middle: Grades 6 - 8				High: Grades 9 - 12				Attendance Rate %	County 2007	County 2006	State 2007	State 2006					
	Met		Not Met		Met		Not Met		Met		Graduation Rate											
	Attendance Rate	Met	Attendance Rate	Met	Graduation Rate	Met																
All Students	Percent Proficient	Reading	Math	Participation Rate	Percent Proficient	Reading	Math	Participation Rate	Percent Proficient	Reading	Math	Participation Rate	Met	Met	Met	Met	Met					
Am. Indian/Alaskan Nat.	Met	Met	na	na	na	na	na	na	na	na	na	na	--	na	--	95.6	94.9	95.6	95.3			
Asian/Pacific Islander	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	93.7	92.4	94.4	93.9			
African American	Met	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	92.2	91.2	92.3	91.6			
White (non-Hispanic)	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	81.71	81.18	85.24	85.43			
Hispanic	Met	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	37.7	32.0	32.6	33.1			
Free/Reduced Meals	Met	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	56.1	55.9	46.8	45.0			
Special Education	Met	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	0.0	0.0	1.0	0.6			
Limited Eng. Proficient	Met	Met	Met	Met	Not Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	5.3	5.5	7.8	9.2			

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Proficiency Levels

Basic % Proficient % Advanced %



Worcester County System in Improvement: No

Elementary: Grades 3 - 5				Middle: Grades 6 - 8				High: Grades 9 - 12				Attendance Rate %	County 2007	County 2006	State 2007	State 2006		
All Students	Met		Met	Met		Met	Met		Graduation Rate		Met	Graduation Rate %	95.44	95.43	85.24	85.43		
	Percent Proficient	Participation Rate	Reading	Math	Reading	Math	Reading	Math	Percent Proficient	Participation Rate	Reading	Math						
All Students	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	95.44	95.43	85.24	85.43		
Am. Indian/Alaskan Nat.	Met	Met	na	na	Met	Met	na	na	--	na	--	na						
Asian/Pacific Islander	Met	Met	na	na	Met	Met	na	na	Met	Met	na	na	Teacher Qualifications					
African American	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	% of certificates:	Standard Professional	32.4	29.1	32.6	33.1
White (non-Hispanic)	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Advanced Professional	56.4	56.7	46.8	45.0	
Hispanic	Met	Met	na	na	Met	Met	na	na	Met	Met	na	na	Resident Teacher	0.0	0.0	1.0	0.6	
Free/Reduced Meals	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Conditional Teacher	2.0	2.5	7.8	9.2	
Special Education	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Highly Qualified Teachers	8.4	10.8	17.8	20.6	
Limited Eng. Proficient	Met	Met	na	na	Met	Met	na	na	Met	Met	na	na	% of classes NOT taught by:					

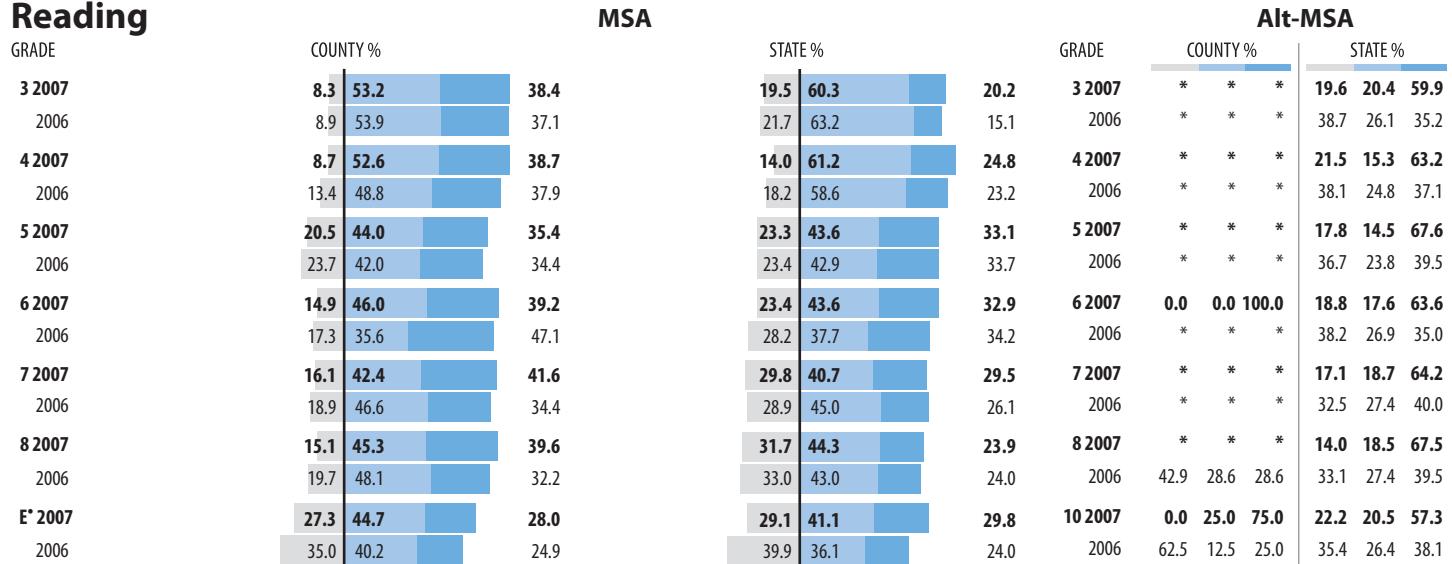
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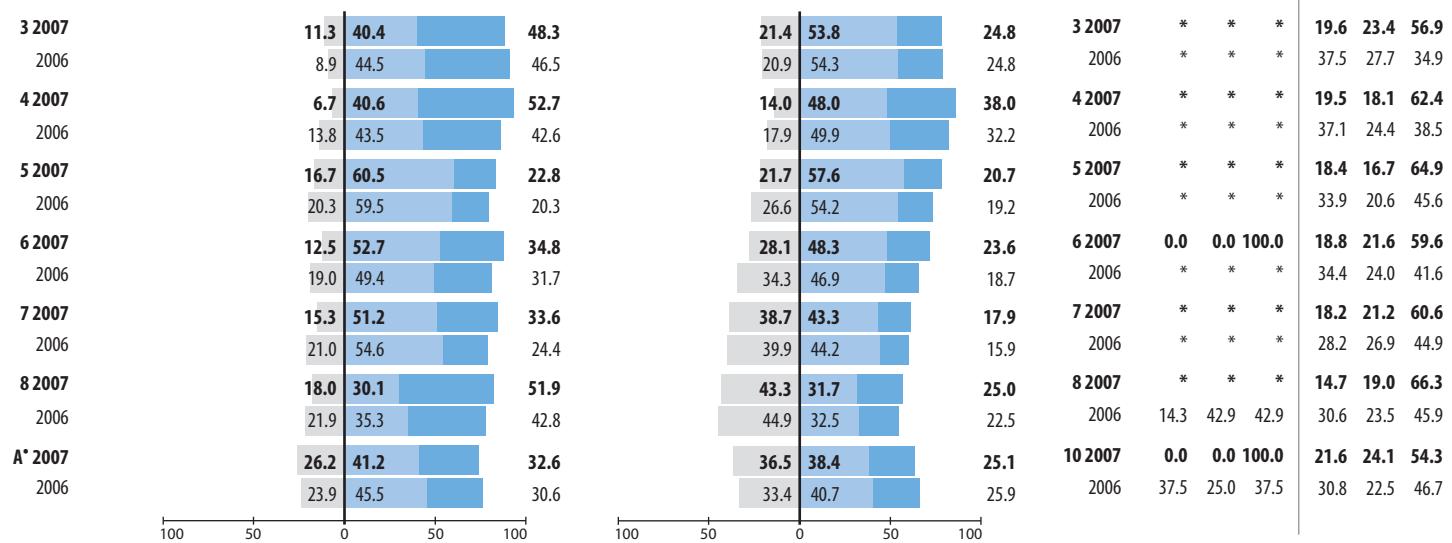
Proficiency Levels

Basic % Proficient % Advanced %

Reading



Mathematics



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Edison Schools

Elementary: Grades 3 - 5				Middle: Grades 6 - 8				High: Grades 9 - 12				Attendance Rate %	County 2007	County 2006	State 2007	State 2006
All Students	Not Met		Met	Not Met		Met	na		Graduation Rate		--	Elementary	94.3	94.5	95.6	95.3
	Attendance Rate	Percent Proficient	Participation Rate	Attendance Rate	Percent Proficient	Participation Rate	Graduation Rate	Reading	Math	Reading	Math					
All Students	Not Met	Not Met	Met	Not Met	Not Met	Met	--	--	--	--	--	Elementary	94.3	94.5	95.6	95.3
Am. Indian/Alaskan Nat.	--	--	--	--	--	--	--	--	--	--	--	Middle	94.4	95.3	94.4	93.9
Asian/Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	High	--	--	92.3	91.6
African American	Not Met	Not Met	Met	Met	Not Met	Met	Met	Met	--	--	--	Graduation Rate %	--	--	85.24	85.43
White (non-Hispanic)	--	--	--	--	--	--	--	--	--	--	--	Teacher Qualifications				
Hispanic	na	na	na	na	--	--	--	--	--	--	--	% of certificates:				
Free/Reduced Meals	Not Met	Not Met	Met	Met	Not Met	Met	Met	Met	--	--	--	Standard Professional	31.3	57.7	32.6	33.1
Special Education	Not Met	Not Met	Met	Met	Not Met	Not Met	Met	Met	--	--	--	Advanced Professional	12.5	10.3	46.8	45.0
Limited Eng. Proficient	--	--	--	--	--	--	--	--	--	--	--	Resident Teacher	0.0	0.0	1.0	0.6
												Conditional Teacher	29.2	23.7	7.8	9.2

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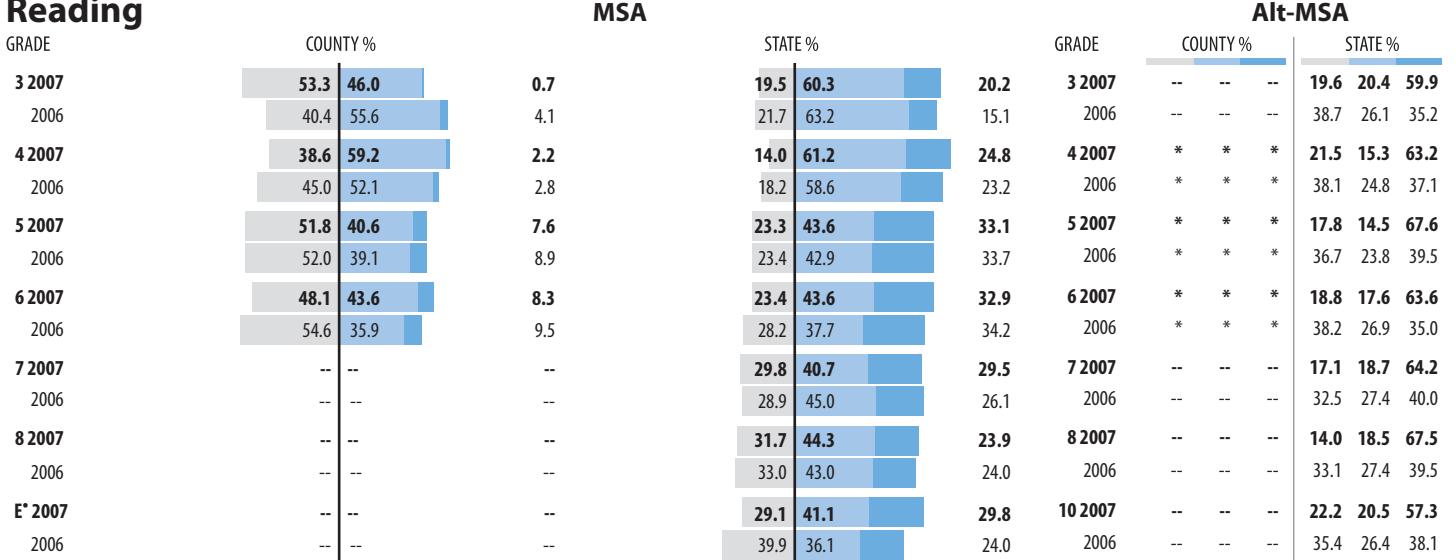
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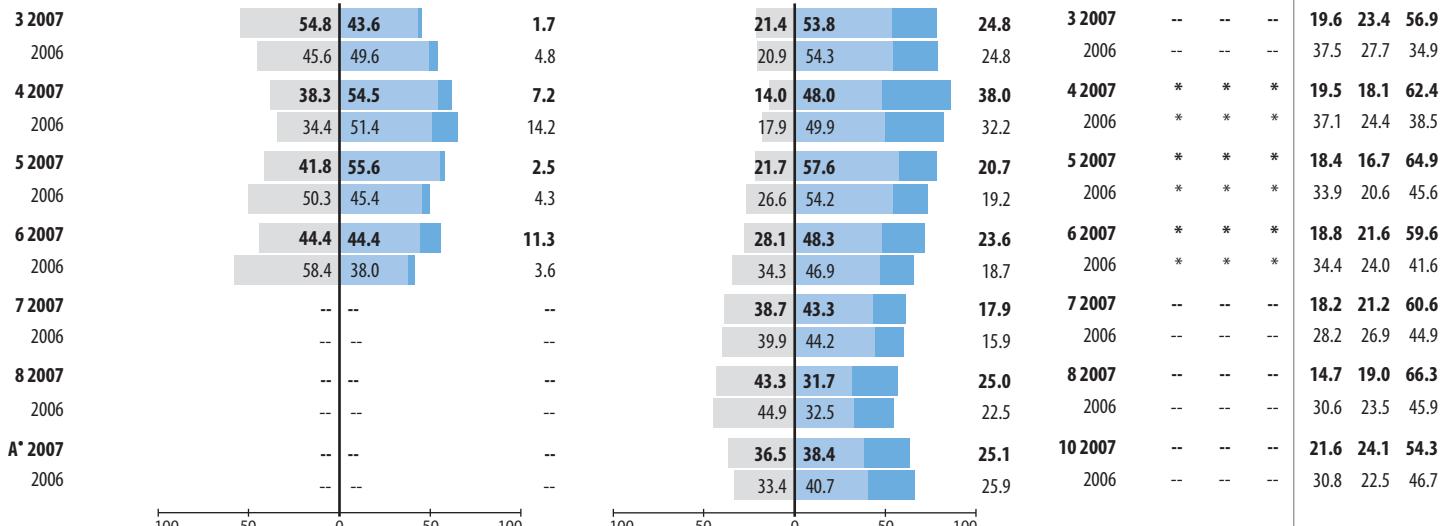
Proficiency Levels

Basic % Proficient % Advanced %

Reading



Mathematics



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Maryland is #2 in the country in the percentage of new graduates who have passed at least one Advanced Placement (AP) exam.

Twenty-two percent of the class of 2006 passed an AP exam, an 8-percentage-point increase over 2000—the largest increase in the nation.

Ranking Maryland's Public Schools

Among states, Maryland is #1 in the number of AP exams taken per 1,000 juniors and seniors, and #2 in participation growth.

For every 1,000 11th and 12th graders in Maryland, 507 AP exams were taken last year—94 more than the year before.

Maryland's SAT scores rank #2 in the College Board's Middle States region, and #6 among states with a 70% or higher test-participation rate.

On the National Assessment of Educational Progress (NAEP), only 5 states outperformed Maryland in grade 4 reading and grade 8 math.

Maryland students scored above the U.S. average on all four NAEP assessments (4th- and 8th-grade reading & 4th- and 8th-grade math).

Maryland ranks #5 in the U.S. in children's chances for adult success.

Indicators used in the *Education Week* report include family income; parent education, employment, and English fluency; preschool and kindergarten enrollment; elementary school reading and middle school math scores; high school graduation rate; post-secondary participation; educational attainment; annual income; and steady employment.

Among states, Maryland ranks #3 in child care standards and oversight.

Ranking criteria include staff-to-child ratios, program quality, staff credentials and training, center licensing and inspections, and parent access/involvement.

Maryland is among the top 7 states in preparing students for college.

The National Center for Public Policy and Higher Education gives Maryland an A– in college preparation, a grade bested by just three other states; an A in college participation; a B in college completion; and an A in the economic and societal benefits of having a highly educated population.

Among states, Maryland is #2 in the percentage of the population, aged 25 and older, with a bachelor's degree.

Nancy S. Grasmick

State Superintendent of Schools

Maryland Report Card

2007 Performance Report

State and School Systems



Maryland State Department of Education

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